SOWK 5755, Section according to instructor
Practice Evaluation
Credits: 1 hour for Fall and Spring

Instructor name:
Phone: 307-766-
Email: instructor@uwyo.edu
Class times and location: 1:30 to 4:30 p.m. on Sept. 5 and 26; Oct 17; Nov 7 and Dec 5
Office Hrs: per instructor
Prerequisites: Advanced Standing

I. COURSE DESCRIPTION

Students complete a non-thesis Plan B practice evaluation paper of quality, working with a committee structure. Must complete a minimum of two credit hours of 5755. Prerequisite: SOWK 5750; or advanced standing status and SOWK 5495, and instructor approval.

II. INTRODUCTION

This course facilitates student’s ability to demonstrate a deep understanding and expertise of a theory/evidence-based practice model in order to complete the practice evaluation component of the Plan B in the spring semester. The research paper completed during fall semester leads to implementation of a practice evaluation (intervention) in the student’s assigned field site during the spring semester. The practice evaluation (intervention) must be rooted in and supported by the theory/model explored in the completed theory/evidenced-based research paper of the fall course. The intent is for the student to become the expert on a theoretical perspective and an intervention/application that is then applied in an actual practice setting.

Satisfactory completion of the fall course is required in order to proceed into spring courses, including Field Practicum.

III. COURSE COMPETENCIES

Students in this course will demonstrate satisfactory completion of the Council of Social Work Education, Educational Policy and Accreditation Standards’ 2008 competencies identified below:
2.1.4 Engage diversity & difference in practice.

Apb6 – Assess predictive factors within and across groups (e.g., by gender, ethnicity, age, socioeconomic status, sexual orientation, etc.) and across systems’ levels.

Apb7 – Assess the cultural, spiritual, and/or ethnic values and beliefs of specific diverse groups in rural environments.

2.1.6 Engage in research-informed practice and practice-informed research.

Apb10 Evaluate the effectiveness of practice and programs in achieving intended outcomes.

IV. COURSE LEARNING OBJECTIVES

Course learning objects are as follows. Each student will:

1. Describe and evaluate knowledge about theory, practice, and research.
2. Identify a practice theory of personal choice to explore and to demonstrate mastery of understanding.
3. Analyze and apply theoretical knowledge to develop an evidenced-based intervention supported by selected theory.
4. Evaluate and summarize theory-informed evidence-based practice interventions of theoretical model.
5. Engage in personal reflection and self-correction in relationship to theoretical paradigms and evidence-based practice models.
6. Distinguish one’s professional roles, boundaries, and behaviors.
7. Demonstrate ability to tolerate ambiguity in social work practice.

V. ACADEMIC DISHONESTY

University Regulation 802, Revision 3 (2006), prohibits any form of academic dishonesty. An act is academically dishonest when it is an act attempted or performed which misrepresents one's involvement in an academic task in any way, or permits another student to misrepresent the latter's involvement in an academic task by assisting in the misrepresentation.

VI. NON-DISCRIMINATION STATEMENT

A campus environment characterized by diversity, free inquiry, free expression, and balanced by interpersonal civility has always been, and continues to be, a top priority of the University of Wyoming. Civil discourse is an essential aspect of the search for and transmission of knowledge. Words and actions that promote and encourage self-worth,
respect, and dignity are consistent with the University's mission. Conversely, words or actions that reflect prejudice, stereotypes, and discrimination are antithetical to the mission of the University and cannot be countenanced. Specifically, racist and other discriminatory or harassing conduct based on gender, color, disability, sexual orientation, religious preference, national origin, ancestry, or age impair and disrupt legitimate University functions. The University does not discriminate on the basis of sexual orientation. Every effort, within the context and protection of First Amendment rights, will be expended to eliminate such conduct from the campus community. Teaching students to live productively in a multicultural/multiethnic society is a process that takes place within a constructive and harmonious multicultural/multiethnic environment here at the University of Wyoming.

It is the obligation of faculty, staff, students, and the administration of the University of Wyoming to provide this environment.

It is the policy of the Social Work Division to accommodate students with disabilities pursuant to federal and state law. Any student who needs accommodation because of a disability should inform the instructor at the beginning of the course. Students with disabilities are also encouraged to contact Student Educational Opportunity Services, Knight Hall, 307-766-6189.

VI. COURSE REQUIREMENTS

A. Instructional Methods and Expectations for Students

Methods of Course Instruction. May include class discussions, student presentations, peer consultation, small group work, readings, lectures, class exercises, guest speakers, viewing videos, computer work, e-mail, and a range of class exercises.

Students are expected to examine themselves (being self-reflective) as they do the reading and assignments throughout the semester. Students must come prepared for each class, having read the materials assigned for that class period, plus doing all written work assigned. Paramount as a process in this class, students will be expected to provide positive regard and respect for the ideas of everyone in the class. When guests are presenting, the student audience will be respectful in their questions and responses.

Class Attendance Policy. Each student is expected to attend all classes. Students should come to class having read the materials assigned for the day and be prepared to participate and contribute to the learning environment. Each student should be able to ask questions about the material and generate class discussion throughout the semester.

Attendance will be taken. Only university excused absences (University Regulation 713) will be accepted for the opportunity to make-up work. University excused absences allow the student the opportunity to make up material that was missed during their absence. It is the student’s responsibility to provide the appropriate documentation regarding university excused absences by coordinating with the Dean of Students Office at dos@uwyo.edu or 307-766-3296.
Students are responsible for the material covered in class in the event that a class is missed. Please note that instructors may or may not provide notes or PowerPoint presentations (at times uploaded to e-companion) to students and it is advised that you arrange with another student to get notes/content covered in class in the event you miss class.

Communication Policy. Students are required to use and check their University of Wyoming email regularly. Any communication from the instructor will be delivered using UW email account addresses only. Instructor can be reached by office phone, UW email and/or in the office during office hours. Please do not call the instructor’s home/cell phone.

Computer Needs for Your Program. Computers are a necessity of college life. Students need to have access to computers that interface with the University. The Division requires students to provide Assignments using Microsoft Office software, e.g. Word, etc. In addition, UW’s Coe Library is an excellent resource for students and is accessible via internet. Students access the library via their computers from their homes, at work, or any other location one may be at. All faculty use WyoCourses as a support component to classes. You must be able to access WyoCourses throughout the semester. We communicate regularly via email with students, updating them on events, scheduling information, and the activities of student organizations. The university does have computer labs available for students; one computer lab is located in the Health Sciences building and accessible to students.

Electronic Devices Policy. Cell phones, including texting, Blackberries, pagers, I-Pods, MP3 players or any other electronic distracting device should not be used during class time. If you need to remain connected to a phone for on-call purposes, please turn your device to a vibrate mode. Students who choose to use these devices in class will be asked to leave class and may not receive participation credit for that class session.

General Policies on Assignments. Instructors are committed to providing solid learning opportunities and creating Assignments that will not only demonstrate competency of learning objects, but are also give students a clear, challenging, and focused learning experience for student success. You are encouraged and expected to work with the instructor on any Assignment. If you are unsure about an Assignment, please ask for assistance, support, or further clarification. The time to meet with the instructor about an Assignment is early in the semester and not after a poor grade is received. In an attempt to help students be successful, instructors strive to have clear polices and Assignment instructions. These are as follows:

1. All work completed by students, whether in class Assignments or formal Assignments, must be the student’s own work. Faculty will check papers from electronic sites to assure that student’s have not taken work off the internet or directly from text books. As indicated above, students must adhere to academic policies of dishonesty and misconduct.
2. Unless otherwise specified, all Assignments are to be submitted to WyoCourses no later than 11:59 p.m. on the due date. Instructors have access to the time/date “stamp” in WyoCourses as the official receipt of student’s Assignments.
3. It is the student’s responsibility to exercise attention to detail and submit the correct, finalized Assignment to the correct WyoCourses by the due date and time to receive
full credit. The instructor will grade what is submitted and s/he does not allow for re-writes or “do-over’s.”

4. Emailed Assignments will not be accepted unless otherwise indicated by the instructor.

5. Students will receive a penalty if Assignments are submitted after the due dates. A 5% penalty if the Assignment is turned in after Noon on the due date; 10% penalty per day after that. Assignments received more than five days after the due date will receive a “0.”

6. Students may request extensions due to urgent personal circumstances only. Extensions may be granted, at the instructor’s discretion, and a firm due date will then be established only when the student has:
   a) Contacted the instructor with the request prior to the Assignment due date.
   b) Provided an indication of urgent need and possible documentation.
   c) Received confirmation of approval back from the instructor.
   (In other words, just asking via email or notifying the instructor you want an extension is not a guarantee that you will be granted the extension.)

7. Students who determine they need additional time in order to complete Assignments due to a disability must work with the Student Educational Opportunities Office. Extensions based on disabilities will be given in conjunction with this office.

8. All written work must be professional, well written and conform to American Psychological Association Publication Manual (APA), 6th edition format. Papers must be typed using 12-point font and double spaced and must have a cover page and a reference page. Papers will be graded on compliance with APA format as well as for content, clarity, grammar, syntax and spelling. Students are encouraged to consult apa.org if they need help or use the University’s writing center at the Ellbogen Teaching and Learning Center. APA addresses manuscript preparation, references and other issues related to grammar and writing style.

B. TEXTS AND READINGS

As assigned by individual instructor

Recommended:

Other instructor-assigned reading materials will be uploaded to the Files location in WyoCourses.

C. ASSIGNMENTS/METHODS OF EVALUATION

Below are guidelines for completion of the theory-based research paper. Please let the instructor know if you have questions before beginning the assignment.

This research paper asks you to examine the question: “Of the evidence-based practices utilized at your practice setting, what is the best theoretical fit for you? What evidence-based practices support that theory?”
Students are to research a theoretical paradigm/theory-informed and evidenced-based practice model. An integrated paper of 10 to 15 pages that demonstrates a deep understanding of the theory/evidence-based practice model is to be completed. Students are also to submit with the research paper an additional three to five pages reflecting on personal connection to the theory and possible applications to practice area/interest and setting.

Students will submit an outline and draft of the paper over the course of the semester for peer review. The final paper and oral presentation of the paper will be presented to the class. After successfully presenting and defending of the project, the student will make the appropriate revisions and with the instructor of the courses permission finalize their Plan B committee.

Outline for the paper is as follows:

- Brief introduction of chosen theory
- Key definitions of theory

Integrated Literature Review

- Theory- in-depth exploration/explanation of theory including:
  - History: contributors/who developed it; contextualize as to why this theory at this point in time.
    - Critical assumptions of theory
    - Critical analysis of theory
      - Evidence-base contributions/applications
      - Criticisms
      - Limitations
    - Summary
      - Conceptual understanding of theory to include best applications as supported by literature and research findings

Possible Applications (NOTE: You must support this section with literature and scholarly references)

- Your personal connection to theory: why this theory?
- Connect this theory to your practice setting/population/practice area
  - Examples: Field site (i.e., Peak Wellness, substance abuse recovery groups); population (i.e., veterans, adolescents/child); practice area (i.e., trauma, domestic violence, grief and loss)

Stages of Research Paper with Due Dates

Stage 1: Detailed Outline Peer Review (Due: Sept. 26):

Submit a detailed outline of your paper with a minimum of 15 peer-reviewed references. This is to be a thorough and exhaustive review of the research/literature including any primary sources; the outline will be peer-reviewed in class.
Stage 2 and 3: Research Paper Peer Review

Stage 2 (Due: Oct 17): Submit draft of your paper to one other student in your class 1 week prior to the scheduled class meeting (Oct. 10) for peer review in class.

Stage 3 (Due: Nov 7): Submit final paper to one other classmate 10 days prior to class (Oct. 28) for peer review discussion in class.

Stage 4: Research Paper Oral Defense (Due: Nov 7):

Prepare oral defense and submit written paper to your class for defense. THIS IS YOUR FORMAL PROPOSAL DEFENSE. You are to develop a 15-20 minute presentation accompanied by powerpoint. Be sure to bring proposal defense forms (on the social work website) to class.

Stage 5: Final Revised Research Paper (Due: Dec. 5)

Complete revisions of paper and finalize Plan B committee. With permission of instructor, submit final version of paper to committee members for review by Dec. 15 for final grade in course. YOU MUST SATISFACTORILY COMPLETE THIS COURSE IN ORDER TO MOVE FORWARD INTO SPRING SEMESTER.

Peer Review and Class Participation: It is vital that you attend class. Peer review and feedback are an integral part of this course and are necessary in order to satisfactorily complete the course. Only University Excused Absences will be accepted for the opportunity to make up peer review and class participation points.

Note: Turn all assignments into WyoCourses by midnight on the due date. Those not meeting deadlines will be penalized. Half of the points for a given Assignment will be subtracted if submitted late, but still during the first week after due date. One week (7 days) after due date all points for the Assignment will be lost.

D. GRADING CRITERIA

This course is graded based on SATISFACTORY/UNSATISFACTORY completion of course. You must satisfactorily complete the course to move forward into the spring semester.

E. Connecting Course Competencies and Objectives to Student Learning

<table>
<thead>
<tr>
<th>Competency</th>
<th>Demonstration</th>
<th>Objectives</th>
<th>Demonstration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## F. CLASS MEETING CALENDAR

<table>
<thead>
<tr>
<th>Class Meeting</th>
<th>Topic</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Meeting 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sept 5</td>
<td>Syllabus and course overview. Overview of research paper and literature review relative to the choice of a theory and theory-informed model. Connections to practice evaluation</td>
<td></td>
</tr>
<tr>
<td><strong>Meeting 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sept 26</td>
<td>Peer review and discussion of how to move forward with Research Paper</td>
<td>Sept 26</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Outline and References</td>
</tr>
<tr>
<td><strong>Meeting 3</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct 10</td>
<td>Research Paper to classmate for peer review</td>
<td></td>
</tr>
<tr>
<td>Oct 17</td>
<td>Peer review and problem solving</td>
<td>Oct 17</td>
</tr>
<tr>
<td></td>
<td>Research Paper for cohort and peer review discussion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Submit: Stage 3 Paper copies for classmate and instructor at the beginning of class</td>
<td></td>
</tr>
<tr>
<td><strong>Meeting 4</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct. 28</td>
<td>Final paper to classmate for peer review</td>
<td>Oct. 28</td>
</tr>
<tr>
<td>Nov 7</td>
<td>Presentations and Oral Defense</td>
<td>Nov 7</td>
</tr>
<tr>
<td></td>
<td>Finalization of Plan B Committee and submission of final</td>
<td>Due: Dec. 5</td>
</tr>
<tr>
<td></td>
<td>Submit: Stage 5</td>
<td></td>
</tr>
</tbody>
</table>

Course Syllabi are property of the Division and approved by the Division Council and changes must be reviewed by the DOSW Curriculum Committee.
<table>
<thead>
<tr>
<th>Meeting 5</th>
<th>Research Paper (with instructor’s permission) to Committee members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dec 5</td>
<td>Formalizing your proposal for the practice evaluation (intervention)</td>
</tr>
<tr>
<td></td>
<td>• Practice evaluation format</td>
</tr>
<tr>
<td></td>
<td>• Utilizing your field site as practice evaluation</td>
</tr>
<tr>
<td></td>
<td>• IRB considerations and format</td>
</tr>
<tr>
<td></td>
<td>• Guest Lecturer, Jenny Garcia Health Sciences Librarian will present on SPICE as a framework for formulating practice evaluation research questions and research strategy</td>
</tr>
</tbody>
</table>